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Class of 1911

CLASS COLORS—*Green and White*

CLASS FLOWER: *White Rose*

MOTTO: *Wie die Arbeit, so der Lohn*

HASTINGS WYMAN BAKER, B. A.

CLINTON, S. C.

"Along the cool sequestered vale of life he keeps the even tenor of his way."

Entered '06; member of the Eukosmian literary society; critic and secretary, '08-'09; critic and president, '09-'10; president, two terms, '10-'11; literary editor of THE COLLEGIAN, '10-'11; inter-society debate, '11.

A future Episcopal minister! Yes, and he loves fried chicken, too. Oratory is very pleasing to him. Hastings wanders around a good deal, and yet, on his return to Clinton, he says, "My heart is still 'Little.'"



FRANK HICKLIN (SPECIAL)

RICHBURG, S. C.

*"Let me be no assistant for a state,
But keep a farm and pasture great."*

Entered '05; member of the Eukosmian literary society; critic, '09-'10; vice-president, first term, '10-'11.

Since entering P. C. he has steadily grown in favor with the student body. He may always be relied upon to tell the truth for himself upon any and all occasions. One would imagine that "Hick" is content, but not so, for he is dreaming of a rural cottage, surrounded by grounds bordered with fields of growing tobacco.



GEORGE W. TAYLOR, JR., B. A.

GREENVILLE, S. C.

"A merry heart maketh a cheerful countenance."

Entered '08; member of the Eukosmian literary society; conductor, sergeant-at-arms, '08-'09; secretary, first term, '09-'10; president, third term, '09-'10; business manager and leader of college glee club; double bass violinist in orchestra; first tenor in glee club; exchange editor of THE COLLEGIAN, '10-'11; Alumni Editor, '11-'12; poet of class, '10-'11; member of the Pi. K. A. fraternity.

George is a genius in his way, and that way is tinged with a faint glow of music. Although devoting himself to the guitar, he has not left the other sides of life undeveloped. He is of genial disposition, a favorite of the faculty, and has few equals as an amateur bass violinist.

George is suspected of being a heart-smasher. When he is not at class, his benevolent spirit leads him to the Thornwell Orphanage.

RUTH BAILEY, B. A.

CLINTON, S. C.

"A rose with all its sweetest leaves yet folded."

Entered '06; secretary and treasurer of class '09-'10.

What must we say about Ruth? She has light, frizzly hair and a very pleasant smile. She is a very original character and exceedingly frank. Dislikes deception. "Ruth" has not spent all her years in idleness, but has "gleaned" some truths along the path of knowledge.



CHARLES DARBY FULTON, B. A.

KOBE, JAPAN

"Infinite riches in a little room."

Entered '06; member of the Philomathian literary society; doorkeeper, corresponding secretary, '07-'08; first censor, second term, '08-'09; secretary, vice-president, '09-'10; won Greek medal '08-'09; president, critic, '10-'11; won chemistry medal, '09-'10; baseball team, three years; tennis team, four years; local editor of THE COLLEGLAN, '09-'10; business manager, '10-'11; first violin in orchestra; second tenor in glee club.

Here comes one of the future professors of P. C. This lad of brilliant intellect avows before many of his classes that he has not seen the lesson. For awhile we believed him, but now we have reasons for disbelieving him. He is interested in the marks of punctuation. The one easiest for him to use is the period. It's such a dainty "Dot"!



RUPERT McINTOSH, B. A.

CLINTON, S. C.

"To be good, rather than to be conspicuous."

Entered '06; member of the Eukosmian literary society; corresponding secretary, second term, '07-'08; monitor, third term, '07-'08; secretary, first term '09-'10; won Freshman medal, '06-'07.

Rupert is a quiet, studious lad. He looks at us in disgust when we practice our vocal lessons in Dr. Bean's room during recitations. We hope that the future holds many bright days in store for Rupert.





THOMAS WILLIAM SIMPSON, B. A.

HONEA PATH, S. C.

*"There should a wreath be woven
To tell the world thy worth."*

Entered '06; member of the Philomathian literary society; second censor, first censor, critic, '06-'07; won declaimer's medal, '07; critic, '07-'08; president of class, critic, first censor, president, delegate to Rochester convention, '09-'10; one of the winning debaters for the trophy cup, '09; member of the Pi. K. Phi fraternity; represented college at the Interstate Oratorical Contest, '10; president, critic, '10-'11; president of class, '11; editor-in-chief of THE COLLEGIAN, '10-'11; secretary and treasurer of the Y. M. C. A., '10-'11; baseball team, four years; manager, 1911.

An orator of no mean ability. Awoke one morning and found himself famous by the graceful rendering of his speech,

"Sorrows of Justice." Dr. Bean insists that one of the gestures "Simp" used that night be adopted by class '11 as senior-class handshake. "Simp" means to be a lawyer some day. He gives a cordial invitation to all his friends to call on him in his law-office and to have a glass of "cherry-smash" with him.

FRANCES COPELAND, B. A.

CLINTON, S. C.

"How far that little candle throws its beams!"

Entered '06; historian, '08-'09.

If you wish to hear a joke go to Frances. Gifted with a wonderful vocabulary, Frances has an attraction that is peculiarly her own. Her motto is, "What's the use to worry? Life should be one sweet dream." Frances is one of the wittiest members in the class.

SAMUEL PECK FULTON, B. S.

KOBE, JAPAN

"There is unspeakable pleasure attending the life of a voluntary student."

Entered '06; member of the Eukosmian literary society; monitor; treasurer; vice-president; second bass in the glee club; first violinist in the orchestra; pitcher on the baseball team, four years; tennis, four years.

Sam lives the life of an optimist. Has never known a moment's worry since his love for the Masonic order became evident. The bells for chapel and recitations fall alike on Sam's unheeding ears. Enjoys talking, and will discuss any subject so long as the professor gives him the floor. Sam's past occupation was the construction of an engine; at present he is at work on a street car motor; next year he expects to be at work in a machine shop.



BERA BAILEY, B. A.

CLINTON, S. C.

*"What thou art we know not;
What is most like thee."*

Entered '07; won Copeland medal three years; won science medal 1910; valedictorian 1911.

Though usually quiet, she takes sudden fits of talkativeness. She has done nothing startling in her four years, but has gone along her quiet way, absorbing a little chemistry and a few smiles.



COLLEGIAN STAFF

The Collegian

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No. 5

LITERARY DEPARTMENT

J. M. LEMMON and H. W. BAKER, Literary Editors

Senior Class History

When we stop and look over our record during the past five years, the question confronts us: What have we accomplished? After all, the grandest thing in life is not the marking of grades or arithmetic victories to your credit, recording inventions or ascertaining the atomic weight of phosphorous, but the development of Christian manhood or womanhood. Oftentimes the public fails to make note of the best things in life. Unless you know the class, this history will only give a few rays of light. For knowledge of the class of 1911, I refer you to the young men and young ladies who compose it. I feel sure after you know them you will not be disappointed.

Nearly all of the class entered college as "Preps." How can that day be forgotten—the day that we made our way to Mr. Spencer's office for matriculation! A few days later, entrance examinations were over and college work was supposed to have begun. Not so; the poor "Rats" were always uncertain as to what would happen next. The Rat Reception was looked forward to with fear and trembling. How Clintonian rocks and dust fly, on the night of this reception!

In September we returned to P. C. as Freshmen, and we were made to realize this by the amount of work required. A good number of us lived through this "Fresh" year, but some dropped out of line.

Next year we were Sophomores. The Sophomore officers were: Mr. C. D. Fulton, president; Miss Irene Dillard, poet;

Miss Frances Copeland, historian. This session it was the pleasure of the old boys to tease the timid Freshmen. By this time we knew something of college life and also of work. Messrs. S. P. and C. D. Fulton, two members of our class, were chosen representatives for the Inter-Collegiate Tennis Tournament, held in Columbia. An orchestra was formed at the beginning of this session. Messrs. G. W. Taylor, S. P. and C. D. Fulton were the members of the class musically inclined.

The number of classmen continues to decrease. There were only twelve of us when reached the rank of stately Juniors. The Junior officers were: Mr. T. W. Simpson, president; Mr. H. W. Baker, historian; Miss Ruth Bailey, secretary; Miss Annie Blakely, poet. The prospects for a successful Junior year were bright. 1910 was ably represented in baseball, in tennis, in the literary societies, in the orchestra, and in the glee club—in fact, in all the various college activities. Mr. T. W. Simpson was the one chosen to represent the college at the Interstate Oratorical Contest, Greenwood, S. C. During the latter part of this session, our hearts were saddened by the resignation of our president, Dr. Adams. We all loved and admired him.

At last that for which we had worked so long had arrived—the dignity and glory of being a Senior. Ten of us are safe (?) in the Senior class. We realize that we have not been as faithful in our work as we should have been, and that we have tried the patience of Dr. Bean. We ask the class of 1912 to profit by our mistakes and rise to greater heights. Our interests in athletics, music, oratory, and literary work did not end with the Junior year, but is even more manifest this year. Messrs. S. P. and C. D. Fulton again were representatives at the Inter-Collegiate Tennis Tournament held in Clinton, November 15-18. Mr. C. D. Fulton, the player in singles, succeeded in winning for P. C. one of the trophy cups. This is only one of the many pleasant incidents which occurred during the session. Another was on April 17, the Junior-Senior banquet.

The terrors of final examinations are almost here. The writer is glad that this sketch will not contain an account of those never-to-be-forgotten days. And then soon we shall be out in the "wide, wide world" to face the more serious tasks of life.

May we ever look with greatest pleasure and pride upon the days spent at our Alma Mater.

HISTORIAN.



To My Classmates

My eyes were heavy, almost closed,
My heart was heavy too;
My heart was filled with sorrow deep,
My eyes with sorrow's dew.

The tears that filled my heavy eyes,
Sought each a parted mate.
I felt my heart heave heavy sighs,
For I was only eight.

The time had come, and we prepared
To leave the old homestead;
An atmosphere of sadness dwelt,
Like mist, about each head.

And do you think it likely, I,
A boy just eight years old,
Could keep a pang of sorrow back
And let home-love grow cold?

The tears would come into my eyes,
Would trickle down my face,
For home was dearer, far, to me
Than all the rest of space.

Yet home was just a common home,
As most young boys have had,
But now to leave my old homestead
Had made me very sad.

Although we left the old home for
A place of richest joy,
A house with wealth displayed was not
A home for me, a boy.

I thought it great for us to live
In wealth, almost like lords,
But when the day to leave had come,
Home bound me as with cords.

I well remember how I felt,
Just fifteen years ago.
That same sad feeling rests on me
And makes my spirits low.

I used to think 'twould be so grand
To finish college life,
And go and work out in the world
With fun and pleasures rife.

The great big world was, oh, so full
Of pleasures, as I thought,
But now I see that it presents
More problems to be wrought.

I'm sad, now, just as when a boy;
My college bridge is crossed,
And now the battles of this life
Are to be won or lost.

I now can see that college days
Are happier, by far,
Than all the days of youth or age,
Which full of blessings are.

To leave my Alma Mater brings
A sigh into my breast,
And now it gives me much to leave
My mates and all the rest.



EUKOSMIAN LITERARY SOCIETY

The others here will soon forget
The faces of us all,
But we the faces of our mates
Will easily recall.

We can't but feel an interest
In what our classmates do,
And each will watch the other as
His life he journeys through.

As each is watching each to see
How he his course may run,
May we our duties do so well
That we shall hear, "Well done."

TAYLOR, '11.



The United States and World Peace

Few advocates of war have an adequate conception of its cost.

We pay out in time of peace for military and naval purposes, including pensions, more than three hundred and eighty million dollars a year. The armed peace of Europe in the last thirty-five years cost her one hundred and eleven billion dollars. But these figures have no meaning to us. Our minds are simply dazed by their greatness, consequently these figures lose their significance. We know that England has spent on her war equipments in the last thirty-five years almost enough money to buy the United States, but still these figures have no meaning to us. When we realize that the cost of building one of our largest battleships would more than replace every institution of learning in South Carolina, we conceive in part what it means to prepare for war; and when we realize that the cost of firing one of our largest guns would build an American house worth seventeen hundred dollars, we immediately conclude that no nation, it matters not how rich it may be, can afford to go to war.

But should all the money and wealth of the world be spent for war, it would be but a small portion of the cost. If you

would see the actual cost of war, go upon a battle-field while the battle is raging. See that dense cloud of smoke which hovers over the battle-field, as if it is trying to hide from the face of the Prince of Peace the cruel and barbarous acts of man; watch the lines that are made up of the nation's bravest men, as they are constantly being broken by the dropping out of wounded men; watch the noble youths as they stagger and fall; watch men gasping and struggling for breath, dying a horrible death for they know not what; listen to the boom of the cannonade; listen to the command of the general who drives his men into the teeth of death itself; smell the burning powder mixed with the odor of fresh human blood; feel the warm blood as it trickles from the wound as you attempt to stanch its flow. Now wait until the battle is over, until the sun is set; wait for the melancholy of the twilight. Then go upon that same battle-field, which has been painted red with the precious blood of men. See that a calmness now spreads its wings over the battle-field, as if it is attempting to shelter suffering humanity. See the pale faces upturned in the moonlight; note the thousands of eyes that have been glazed by death. Listen! The stillness is constantly broken by the groans and moans of dying men. Listen to the moaning prayers of strong men in agony. Such is the scene upon every battle-field.

It is true that war costs a nation an immense number of the lives of her best and noblest men, and makes a once prosperous nation poor. But there is another horrible cost of war. Walk into a home that has been made destitute by war, a home that has been robbed of its rightful protector and provider. Look into those little faces pinched with hunger; watch those little bodies shuddering from cold because they have no one to provide them with raiment. Look at the mother whose face is furrowed with sorrow, whose hair has been whitened because of grief, whose form is stooped because of hard labor. This cost alone should be sufficient to make all lovers of humanity cry, "Away with war! Peace forever!"

To the thinking man it seems absurd to prohibit duels in which only two men are engaged and to allow nations to take

up arms when thousands of men are involved. Let us notice the difference. Here are two men. One has been offended by the other. They are angry and each wants vengeance. Consequently they attempt to secure justice by fighting. In the conflict one of the men is killed. Then the other man is arrested and carried before a court of justice, where he is tried for his life. The court finds him guilty of breaking the sixth commandment and sentences him to die upon the gallows. On the other hand, here are two nations. One has been offended by the other. They go to war in order to secure justice. In the battle almost every man in one army is killed. What is done with the other army? Are the victorious soldiers carried before a court of justice and tried for their lives? Instead of this, they are crowned with laurels of honor; revered because they have won for themselves fame by taking the lives of their fellowmen. They are proclaimed heroes, and are set up before the youth of the land as examples of perfect manhood.

To the thinking man justice is so obscure in such cases that it cannot be seen. Settling disputes by war is not in keeping with the example that the Prince of Peace set while he was walking upon the earth. He resorted to neither spear nor sword; he had no standing army with which to conquer the world. And when God said, "Thou shalt not kill," it is not for us to imagine that he made any mental reservation for men collectively.

Oh nations, open your eyes! Become masters of your senses! Realize how absurd it is to spend your billions in preparing to conquer foes that are yet to be and to withdraw your liberality while disease is leading an army that is gaining victories every day throughout the world. The army of disease is the most cruel army that has ever ravaged any country. It kills from the cradle to the grave. It pitches no tents at night; it halts at no Rubicon to consider; it conquers amid the burning plains of the South where the army of Alexander halted in mutiny; it conquers amid the snowdrifts of the North where the army of Napoleon found its winding sheet.

Illiteracy, poverty, and crime are other foes that hold civilization in check. Let America look into some of the homes of

her people and see poverty as it exists at her own doors. Think of the thousands of both her natives and her immigrants who have not where to lay their heads. Let all nations look into the slums of their cities and see crime, disgrace, shame, and degradation standing with their feet upon the necks of righteousness and purity and declaring themselves supreme. Let them note the thousands of their young men and women who are growing into manhood and womanhood ignorant of everything save the indulgence and frivolity that their liberty affords. They are destined to live worthless lives because they have not the means to demand a higher standard of living and to educate themselves.

These considerations should be sufficient to make all nations cry with one accord, "Away with armies! Away with navies! Let all disputed questions be settled by cool-headed and unbiased men! Let us educate an army of doctors to conquer the cruel army of disease! Let us cleanse the slums of our cities, dethrone crime, disgrace, shame, and degradation and place upon the throne virtue, purity, and righteousness."

For centuries poets have dreamed that there would come a millenium when the foolish expenditure of money and the useless shedding of blood would cease. Let us hope that it is not very far distant, for the brotherhood of man is advancing hand in hand with civilization.

Some say that such a millenium will never be, but remember that we are living in a progressive age. Men have harnessed electricity and made it their servant; made the air their strolling ground; all but communicated with the distant planets. There is no end to man's achievement. Then do you not think that people of such an age as this are capable of establishing one common court where all international differences can be settled, thus giving justice, not to the mighty, but to whom justice is due? Universal peace has been advancing ever since the time when the duel began to replace murder and assassination and when the court began to replace the duel. But today the sentiment and progress of the times lead rapidly to peace. Commerce and industry have demanded a closer

relationship of the world. The Hague Conference and the Peace Congress have done much toward promoting peace.

But some nation must lead. The question arises, "What nation shall be first to disarm her soldiers, sink her battle-ships, raise the banner of peace and command all nations to follow?"

Emerson said, "As goes America, so goes the world." When the art of printing was introduced into America, it was prophesied that she would become the seat of learning. And the time is not far distant when America will be like a beacon set on a hill. When it was discovered that America concealed in her bosom wealth untold, it was predicted that she would lead the world in wealth. When the Pilgrims landed at Plymouth Rock, they brought into America the salvation of Christ, and today America is sending into all the world the gospel of the Prince of Peace. America is surely coming into the leadership of the world in wealth, in education, and in Christianity. Now it seems that the honor of leading in this great movement of universal peace is destined to be bestowed upon America.

Oh nation, the honor awaits you! The glory is yours! Raise the banner of peace! Lead all nations that have refused to be driven! Hasten the dawning of that brighter day!

This world is longing for that day to come when the tie of friendship and brotherhood shall be an unbroken chain, holding all nations in close fellowship with one another, and when there shall be "Peace on earth, good will toward men."



Ideal Education

Since the dawn of true civilization, ideal education has been the standard of many of our truly great educators. Every day we live we constantly meet persons who have developed only one or two of the six great sides of education, and we see constantly the need and value of an ideal educational system.

What do we mean by ideal education? It is that which enables us to be the best, and do the most, and get the most out of life. It should open the door of our minds, making the senses respond to the good, the true, and the beautiful. Again,

it fills the store house of the mind with knowledge and this knowledge is so general that it make the universe seem like our home. An educated man knows something and knows it well, although he can never become master of any branch of learning. Ideal education will give a man self-knowledge, making him familiar with his faults and weaknesses. It will also cultivate a person's taste, making him love the ideal. And finally the educated man is happy. Happiness consists in the possession and use of one's full powers. He knows the truth, and the truth has made him free. He feels the beautiful, and the beautiful has made him gentle. He wills the good, and the good has made him strong.

On the other hand, education is not a gift and can be attained only by hard work and perservance. Ideal education does not give us something new ; it only developes the faculties that lie dormant in the mind and fits us to be something.

Let us now consider the six different sides of a man's nature to be developed, the spiritual, moral, aesthetic, intellectual, practical and physical.

The spiritual side of man well developed will enable him to know right from wrong and will show him what his business in this world is. Perceiving the evils existing in society, the spiritual man will seek to establish a christ-like peace over all the land, preparing himself as well as others for the life to come. The study of the Bible is necessary in the spiritual development of man, and it has been said that if a person perfectly masters the Bible he will be really an educated man. We have always had warm advocates of this development. The most familiar one to us all is Christ. His life represents a mirror into which we may look and which we may use as a standard of our lives. We cannot think of him as looking over us to restrain and reprove, but must think of him as a kind and tender and compassionate father leaving behind him traces of such a pure life that we cannot help imitating it. With Martin Luther, "Christianity was the basis of all worthy living."

Other great pedagogists will emphasize the moral development. In Herbert Spencer's treatise on education a chapter is

devoted to the morality of a person. With him morality was the end of education. He did not associate morality with religion or ethical principles, and he considered the teacher who failed to develop the moral side of the pupil a failure. These statements are much overdrawn, for morality without religion is practically useless, and a person who lays undue stress on this one side of development is likely to become fanatical. "The practice of virtue is to count far more than lectures on ethics. It is by doing good that one becomes good; I do not know any exercise more certain in its results. Occupy your pupil with all good actions that are in his reach; let the interest of the poor always be his; let him assist them not only with his purse, but with his personal attentions; let him serve them protect them and consecrate to them his person and his time; let him be their advocate; he will never have a nobler employment."

We now come to the aesthetic side of development. One of the hardest and yet one of the easiest things to do is to see beauty in everything. Often people grumble and complain because they hear other people admire some painting or music or a master-piece of some kind. These things cannot appeal to them because they have not trained the aesthetic side of their nature. What a pleasure it is to meet with persons who really see and enjoy the beauties around them! Once there was an old man who lived in a hut in a valley. Every morning at day break he would start up the mountain side. On his way up the mountain he would always stop at a spring for a drink and then pass on. As he would reach the top of the mountain the sun would just be rising. Taking off his hat he would say, "Good morning, Mr. World, I'm glad to see you." This simple story impresses upon us the fact that if we really open our eyes and ears we can see beauty in everything. All persons should cultivate the aesthetic side of their nature because it tends to soften their dispositions and make their thoughts purer and holier and fill their souls with admiration. The Athenian system was by no means ideal; the fundamental idea was not correct. This system was overdrawn. Their ob-

ject was to produce a beautiful Athenian and not a perfect manhood. The beautiful should not be the supreme aim of life, but should be cultivated equally with the other faculties.

Coming to the intellectual side, a great deal can be said. Intellectual development must be based on a sound psychology. Joseph Jacotot, a Frenchman, asserts that all intellects are equal, and that the attainment one makes depends on the will power. However, not every one can agree with him. Physicians have made experiments on the human brain, and have found that the brains of different persons are exactly alike in physical composition. Yet there must be some difference, because all persons cannot learn the same things regardless of the fact that the will power has a great deal to do with the acquisition of knowledge. Erasmus entertained enlightened views concerning the education of girls. He believed in the intellectual, as well as in the moral and domestic training. He insists on the cultivation of the memory as a source of intellectual culture and reproaches parents for not taking the proper care in the selection of teachers for their children. Not only the learning but also the character of the teacher affects the pupil. The reasoning power must be cultivated in intellectual development. This culture is attainable by travel and intermingling with people.

The fifth side to be considered is the practical. This may be considered the "bread and butter" side of life. It is pitiable to see a person who is so extremely practical and has no knowledge of other things, while it is equally pitiable to see a person with all the other developments and no practical knowledge. We see these classes of people, who do not seem to think that one is essential to the other.

The Roman system of education was too practical. They considered the building of aqueducts and framing of laws more important than the study of art and literature. If they had laid more stress on art and literature and had combined it with the practical, they would have left us a fine system of education.

The last side of development for discussion is the physical.



COLLEGE ORCHESTRA

People seem to forget that their bodies are gifts and must be cared for. Herbert Spenser regarded health as a duty and maintained that it was necessary for a man to have a sound physical constitution. We know from experience that a person who is not strong physically is not capable of doing and being the same that he could be if he were a strong healthy person. Recently physical education in the public schools is being given a more prominent place. This is essential to ideal development. Too much time and attention can be given to this side of development, allowing the others to remain idle, thus preventing the highly developed physical man from utilizing his physical strength for some definite end. We see now that man alone of all creatures needs education and that this education should develop a perfect manhood. This education should be secured not by a poured-in process, but by a progressive, symmetrical unfolding of the faculties from within. To be usefully and symmetrically developed, we cannot afford to neglect any one of these six sides of development. "Know everything about something and something about everything." Lock's idea was, "A robust mind in a robust body; the boy was to be trained not for the university, but for the world." "Sound education stands before me symbolized by a tree planted near fertilizing waters. A little seed which contains the design of the tree, its form and proportions, is placed in the soil. See how it germinates and expands into trunk, branches, leaves, flowers and fruit. The whole tree is an uninterrupted chain of organic parts, the plan of which existed in its seed and root. Man is smiliar to the tree. In the new born child are hidden those faculties which are to unfold during life. The individual and separate organs of his being form themselves into a harmonic whole, and build up humanity into the image of God."

The Value of Physical Training Considered Historically and Theoretically

In the breadth of its aims, in the magnitude of its scope, in its development as a national institution, in its many sided and lasting influences, as well as in the length of its history and the splendor of its record, physical training may be classed among the most noteworthy achievements of human endeavor. Looking back over the history of the past in an endeavor to see the attitude of the various ages toward the physical training of man's nature in connection with his complete development, we find that almost every age has given some thought and effort to this side of instruction.

Considering first the oriental nations, we find China in a state of fossilized tradition and in that tradition not much thought given to the physical man. The same attitude is maintained by the Hindu of India. His ideal of happiness is a life made up of eating, drinking and sleeping, and he is therefore naturally averse to physical exertion. Coming then to Persia we find an awakening to the fact that man's body must be cared for, would it be made to give the best and longest service in the natural world. The characteristic of the Persian was strength rather than culture. The end of its system of education was to fit the citizens for the state. The boys were under public charge, and physical and moral training held prime importance. The body was strengthened and hardened by temperate habits in eating and drinking, by gymnastics and military exercises, and exposure to heat and cold. At the age of fifteen the boy was put under severe discipline of military affairs, prepared for war, and fitted for civil service in the state. Then looking at the educational system of the ancient Jews, we find that no provision was made for physical training, and in Egypt the same was practically true.

Coming then to the ancient classical nations, we find more attention given to the training of the body. Schiller says, "To throw the spear and honor the god," was the end of man's education. The athletic contest entered into the worship of Greek gods and heroes. Time was measured by a recurrence of the

principal games. The system of Lycurgus and Solon did away with wealth and commerce, and destroyed pride, avarice and luxury, establishing instead, a perpetual training camp for soldiers. The gymnasium ranked first among the public buildings of Greece, because they were "center points of Greek life." The chief exercises and sports were wrestling, boxing, running, jumping, throwing the discus and the spear. The Greek training was severe, especially for the Olympic games, being conducted in the open air, sometimes in the blazing sun. Thorough shampooing and bathing of the body after each exercise was required. Their dietary was uniform and regulated; their hours of sleep and practice were very systematic.

The Grecian physical training was not based upon a profound scientific knowledge of the human body. But through their love for beauty of form, their deep insight and experience, types of manly beauty and health were produced which have never been surpassed. Athletics and gymnastics have never held so dignified and prominent a part in the life of any nation as they did among the Greeks. We do not hope for a return of the features of Grecian training on so large a scale, but the zeal and interest manifested by them put into a carefully planned course of training today would be much in place.

The girls of this period were not wholly neglected. The ideal was to fit them for the wives of warriors. They were encouraged to engage in gymnastic exercises and training. The Spartan women were admired by all Greece for their development, strength and beauty. We find Plato, Aristotle and Xenophon, upholding high ideals of gymnastics. Says Plato, "A good education is that which gives to the body and to the soul all the beauty and perfection of which they are capable." Aristotle held that there were three stages of development in man: body, instincts, and reason, and that the body was first in order and importance.

For the attitude of Rome we take the echo of the voice of Plutarch. He advocates physical training as a means of building up a good constitution and a sound body for military service. "Children," he says, "must be sent to schools of gym-

nastics where they may have sufficient employment that way also. This will conduce partly to a more handsome carriage, and partly to the improvement of their strength. For the foundation of a vigorous old age, is a good constitution in childhood."

Coming on down to the middle ages, we find that the characteristic activity is warfare. Education took a turn accordingly from the purely religious tendency to secular ends. It was divided into two classes, knightly and burgher. In our discussion we may consider the knightly class first. With this class physical culture received great attention; polished manners were carefully cultivated. A love of knightly glory was constantly instilled. Knightly education was divided into three equal periods. The first seven years of the young candidate's life was under the care of his mother. After that age he was made a page under some knight where he was instructed in knightly manners. At the age of fourteen he was made squire. Here his physical and military education began. He was his master's constant companion in the chase, in the excitement of the tournaments, and in the dangers of battle. At the age of twenty-one, if he had proved himself worthy, he was admitted to the knightly order under solemn and imposing ceremonies, and from the hand of some knight or noble lady he received his spurs, gauntlets and suit of armor. The physical training of this time was devoted too much to the class of nobility and did not touch enough of the lower classes. Female education along physical lines, as well as the other, was neglected, though among the knightly rank some training was given.

Coming now to the rise of Protestantism, we find the most noteworthy educators of the day upholding in a general and literary way the worth of bodily exercise and accomplishments. We find Montaigne in France, passing strong sentiment in favor of physical training, but not making any great effort to engraft such training into his reform ideas of education. Martin Luther, Melanchthoun, and Comenus in Germany



YORK COUNTY CLUB

add words of praise to the fundamental importance of bodily training. John Milton recognized the harshness of Grecian training and proposed a uniting of the praiseworthy elements with his system. He emphasized gymnastic training and laid especial stress upon martial training. Lock also laid great stress upon physical training. Of the body he says, "Give it plenty of open air, exercise, and sleep; plain diet, no wine or stronk drink, very little or no lysic; not too warm and strait clothing; especially the head and the feet kept cold, and the feet often used to cold and to wet." In the hardening process he may err to some extent, but most of his rules are sound.

To Bosedow, the first of the philanthropists, we owe the honor of making the first hopeful effort to combine the physical and mental education in the training of youth. In 1774 he founded an institution at Dussan, called the Philanthropinum, to carry out Rousseaus "method of nature" or to educate "so that the training of mind and body shall serve to assist each other." Payne in his estimate of Pestalozzi, says, "The first principles of education are to be sought in human nature, and that this nature is organic, consisting of physical, intellectual, and moral capabilities, ready and struggling to develop themselves. Self-development begins with sensations received through the senses. These sensations lead to perceptions which registered in the mind as conceptions of ideas, constitute the basis of knowledge." Upon this theory Pestalozzi attempted to devise a system of school gymnastics that would combine industrial and bodily training with mental and moral education. Pestalozzi's efforts were practically failures. But his ideas and principles were put into effect by his advocates and followers.

"The Protection of Health in Schools," was a paper written in 1836 by Dr. Lorimer, of Prussia, in which he declared that bodily and mental weakness were on the increase among school children, especially the gymnasium pupils. This paper gave rise to wide and heated discussions and brought about in an indirect way a revival in school gymnastics. In 1842 the king sanctioned the idea of the department of education, that

“bodily exercise should be acknowledged formally as a necessary and indispensable integral part of male education, and should be adopted as an agency in the education of the people.” The king went still further and authorized the establishment of “gymnastic institutes, in connection with the gymnasium, in the higher middle schools, the training schools for teachers, and the brigade schools in the army.”

The present day physical education in Europe is taking a high stand. In Great Britain, France and Germany, physical training is well organized and of a highly developed and efficient type. In German cities there has been a tendency to supplement gymnastic training by gymnastic games and outdoor sports. In all the schools much attention and interest is taken in the physical development. The schools provide a play ground as well as gymnasium, and Paris, London, Berlin and many such cities maintain public play grounds. The United States has awaked to the necessity of better training in the physical line, but the Scotch, French and English cities are far ahead of us. Physical training has not as bright a history in America as it has abroad. This is due in part, possibly, to the prejudices of the teaching class and the general public, and to the failure to comprehend the new physiology and psychology and acknowledge the just claims of physical education. Stern says, “The body and mind are like a jerkin and its lining; if you rumple the one you rumple the other. We should remember the inter-dependence of body and mind, and that it is impossible to separate the two or to train either independently of the other. With our enlightened knowledge of brain and nerves and muscle physiology, the various games, sports and gymnastic exercises should show wherein they are valuable as a means to manly and womanly development.

With the many drawbacks we are facing, the prospect is not wholly dark. There are gleams of promise in the sky. Never before have the teachings of medical science been so clear and enthusiastic as they are today regarding the necessity and means of maintaining the health of the rising generations. Physiology and psychology have been made anew in the last sixty

years and the trustees, committeemen, teachers, and college authorities are beginning to use the weapons thus furnished them. The present system of physical training may be somewhat empirical in its nature, but the time is at hand when judgment is going to be passed upon them by disinterested scientists who are to judge solely between claims and proof, between good and bad. The present system of piling up apparatus and multiplying gymnasias, club houses and play grounds, is doing much to force the question as to the purpose of such appliances and the best means of securing their proper use.

Physical training has won, or is fast winning a secure place beside classical culture. A permanent or absolute victory of realism is not likely to take place, but it is hoped that there may be such a reconciliation between "discipline studies" and "information studies" that they may work side by side for a complete human training.

T. W. SIMPSON.



Resolutions

Whereas God in His infinite wisdom and all-wise providence has seen fit to take from us Mr. G. Cleveland Thompson, who for three years past was a beloved and loyal member of our student body, and

Whereas we know and feel how great is our loss, we, the students of the Presbyterian College, do hereby unanimously adopt the following resolutions:

First. That in his death the Presbyterian College has lost a most influential and valuable friend.

Second. That we extend our deepest, heartfelt sympathy to his family in their sad bereavement.

Third. That a copy of these resolutions be sent to his family, and another published in the June issue of The Collegian.

J. M. FEWELL,
F. P. ANDERSON,
P. D. MAZYCK,
Committee.

The Collegian

Published five times a year by the Eukosmian and Philomathean Literary Societies of the Presbyterian College of South Carolina.

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J. M. FEWELL	Assistant Business Manager
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G. W. TAYLOR	Exchange Editor
W. S. FEWELL	Athletic Editor
T. C. BROWN	Local Editor
E. A. FULLER	Y. M. C. A. Editor
B. M. SCHLOTTER	Alumni Editor

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EDITORIAL DEPARTMENT

T. W. SIMPSON, Editor

The meeting of the College Press Association of South Carolina, held at Clemson College, April 19th to 21st, was possibly the best in the history of the Association.

The program that was carried out was truly of such a nature that any one interested in college journalism could profit by it. Topics of vital interest were brought up and discussed in an intelligent and interesting manner.

The organization is young in its development and to the general student class is not a familiar branch of work or type of

development. One of its greatest needs now is to get in closer touch with the general college writers. This might be helpful in many ways; for instance, the minutes of the meetings might be published in the magazines of the Association. If this were done, the representatives for each ensuing year would have some material upon which to work. To go to the convention with a definite knowledge of what had been done in the past would give the representative a more intelligent view of what should be done in the future. If it is possible, the minutes of the convention recently held should appear in the first issue of every magazine in the association the coming year.

Vacation

That season of the year toward which the college man has had his hopes turned for the past few weeks is upon us. With glad hearts and a feeling of ease, books are cast aside; a feeling of I-will-forget-everything-that-is-in-any-way-connected-with-you steals over us. But is that just the thing to do and the way to feel? Most college students spend a great part of their vacation reading. This reading is done for a pastime or for pleasure. The question arises, what shall I read? The fact that our college course requires a given amount of reading should suggest an answer. Our English course calls for a great deal of parallel reading in the English classics, a study of poetry, fiction, and plays. To get our pleasure, pass our time, and prepare for work that is ahead, can we not map out a course of reading along this line and thus gain time while we enjoy vacation?

To Next Year's Staff

To have completed a task gives a feeling of satisfaction, the degree of which is measured in proportion as the work done approaches perfection. Measured by this standard, it is not possible for many of the college magazine staffs to end their year's work completely satisfied. But they can all feel that they have met with peculiar difficulties, to overcome some and to be overcome by some; that they have worked hard, and in

working gained information and experience; that they have finished a part of an unfinished work and turned the task over to successors. While one staff can not hand their experience down to the next, they can give them their best wishes for success and offer them a comfortable position where they may put forth their efforts to upbuild college journalism.

To the 1911 and '12 editors The Collegian wishes good success and a step forward in their endeavors.



EXCHANGE DEPARTMENT

G. W. TAYLOR, *Editor*

When the Exchange editor finds himself confronted by a pile of magazines which demand his inspection, it is with a feeling of embarrassment and also of anticipated pleasure that he begins the task of criticising; of embarrassment because of the number of magazines before him, and of the responsibility of giving a just valuation of the magazine and its contents; of pleasure because it is an enjoyable task—that of reading the diversified compositions of others.

But should we shrink from the duty of criticism? Should not the feeling of pleasure have greater weight with the Exchange editor than the feeling of embarrassment? The object of this department is to try to stimulate the different magazines to greater efforts toward perfection, and to help raise the standard of the college journal, and with this aim in view there should be pleasure connected with the duties of the Exchange department.

The Exchange editor, by making his department strong, may strengthen his own magazine and also help improve the other publications, thus aiding in raising the standard of college journalism.

When we open the *Charleston College Magazine* we are disappointed in finding only one poem and only a few other arti-

cles. Although the literary matter is good, the magazine would have been greatly strengthened by a greater number of articles. The lone poem is good. "The Crowning of Semiramis" is an original play of one scene, but comes to the conclusion rather abruptly. "The Mystery of The Unknown Lake" is a good story and very interestingly told. The style is somewhat like that of Poe, and the author shows good descriptive talent. "The Irony of Fate" also is a good story and shows talent. The essay "The Secondary Schools of South Carolina" is a well written and thoughtful composition. The author recognizes a true state of affairs and one which is in much need of correction. The editorials are very good. Special mention is due the Exchange department, as the editor has evidently studied the magazines criticized and has written his department in an original and interesting manner.

The *Newberry Stylus* is a very interesting and well arranged magazine, and it is with pleasure that we read its contents. The poems are good, although the one entitled "Reveries" is somewhat irregular in meter. "American Extravagance" is a worthy criticism of the standard of living to which the American people aim. The author clearly shows that such waste, as American extravagance necessitates, is truly a crime. "The Ungarded Gate" in which the author points to the danger of allowing too many immigrants to enter this country, and "The Nation's Inhumanity," which is an appeal for the betterment of the lower classes of society, are both forcefully written articles. The three stories are not up to the standard of stories of the college magazine. They are not interesting. The editorials are well written.

We gratefully acknowledge the following exchanges and hope to see them again:

Davidson College Magazine, Student Life, College Chips, Carolinian, Erothesian, Wofford College Journal, Erskinian, Palmetto, College of Charleston Magazine, Gold Bug, Winthrop Journal, Clemson Chronicle, Criterion, Newberry



SOPHOMORE CLASS

Stylus, Limestone Star, Lutheran Mirror, Crescent, Acorn, Waynesboro Collegian, and Chats.

COURTSHIP OF A SON OF A SWAT.

They were seated in the parlor and the lights were burning dim;

He was a diamond hero—she a fan quite fair and trim.

But they knew not, as he opened up the game of murmuring
“love,”

That father was the umpire on the stairway just above.

“I like your form”—he led off first—“with me you’ve made a
hit—

You’ve got the curves—you’ve got the speed, and you are
looking fit—

Now, if with you, my turtledove, I make a hit likewise,
Won’t you improve my single state and make a sacrifice?

“I’ll never play too far off base,” he whispered in her ear—

“My salary whip has got the stuff to put ’em over, dear;
Just give the signal for a ‘steal’ and I’ll no longer roam,
And when I slide into the plate, please call me safe at home.”

“I’ve got to have the dope complete,” the maiden softly sighed;
“Show me your batting average in Mr. Bradstreet’s guide;
It takes a lot of speed these days, with cunning and intrigue,
To win a battle now and then within the Grocer’s League.

“But give me errorless support”—his heart here took a
bound—

“And let me live in big league style, and I may come around;
Unwarp the tangle from the dope, and you can cop the bet,
We’ll play a double-header, pal, on any date you set.”

He started to warming up at once, and with a happy sigh
He whipped one fast around her neck—the other was waist
high.

But here the umpire butted in. She said, “Oh father, please
Don’t call him out; he’s showing me how they work the
squeeze.”

The old man gave an irate snort and said, "I'll help the fun
By showing him another play that's called the 'hit and run.'
He swung like Wagner at his best—a sole-inspiring clout—
The Son of Swat slid down the steps, the umpire yelled,
"You're out!"

—*Ex.*



LOCAL DEPARTMENT

T. C. BROWN, Editor

Good, quoting: "If any man compels you to go with him
one mile, go with him twain. If he takes away your coat, give
him your pants also."

Green—How were the exercises at the Presbyterian Church
today?

Land—They were good.

Head—Oh, yes. It was "university" day.

"Rat" Fulton says there is one thing sure. He never heard
of any A. R. P.'s until he came to Clinton.

Prof. W.—Mr. Copeland, name some of the orators of the
Revolutionary period.

Copeland—Dante and Poe.

McLucas says he is going to have him a time when school
closes, if he has to spend thirteen cents a week.

Anderson to Prof. M.—I don't understand where you get
that six.

Prof. M.—It is just this way: five and one are six.

Brownlee says there is a large crowd of Congarians (Hun-
garians) near Abbeville.

Prof. W.—Mr. Graham, give the drift of thought in “Gulliver’s Travels?”

Graham—Professor, I don’t know. I don’t know whether it’s my fault or the writer’s.

Prof. W.—It is not the writer’s, I am sure.

Head says he is very fond of “optionary” questions.

Prof. W.—Mr. Green, what is the plot in Hamlet?

Green—To kill the King, Professor.

“Fattie” Adams to Simpson—Lend me a nickle to put in the collection tonight.

Simpson—Here it is.

“Fattie”—That’s all right. I forgot. My girl will sit in the choir tonight.

Land to Miller, D.—What part do you sing?

Miller—“Barrel-tone.”

“Stick” (Davis) on seeing the glass on the pipe organ at the Presbyterian Church said, “I see the glass, but where is the comb and brush?”

Messrs. J. B. Frazer, of 1909, and J. S. McGregor, of 1910, spent a short while on the campus a few days ago.

We are pleased to know that Mr. C. D. Fulton, of 1911, has been offered a position as assistant professor in this college. Mr. Fulton has distinguished himself in his class-room work, and we feel sure that he will be of great help to the college.

On March 19th, a delightful reception was given by the Eukosmian Literary Society at the home of Mrs. J. F. Jacobs to their friends of the college and town. Refreshments were served, which added much to the enjoyment of the occasion. Every one present reported a very delightful time.

On the evening of May 22nd, Prof. and Mrs. A. V. Martin entertained at their home the ball team and the Junior and Senior classes. At 8:30 the guests were assembled, thereupon games were played, and refreshments were served. Every one present reported having had a very fine time.

The following orators were elected for the June contest: From the Eukosmian, Messrs. J. M. Fewell, E. A. Fuller, and W. S. Fewell; from the Philomathian, Messrs. J. M. Lemmon and T. C. Brown.

The following Collegian staff was elected for the year coming:

Editor-in-Chief, R. P. Austin; Business Manager, T. C. Brown; Assistant Business Manager, J. M. Fewell; Literary Editors, T. A. Nickles, E. A. Fuller; Exchange Editor, F. P. Anderson; Y.-M. C. A. Editor, J. Horton; Local Editor, W. S. Fewell; Athletic Editor, J. Simpson; Alumni Editor, G. W. Taylor.

The following officers were elected in the literary societies:

Eukośmian—President, E. A. Fuller; Vice-President, J. M. Fewell; Secretary, H. W. Head; Critic, R. P. Austin; Monitor, L. Leamon; Treasurer, D. J. Brimm; Corresponding Secretary, H. D. Smith; Seargent-at-Arms, G. L. Davis; Conductor, B. Fulton.

Philomathian—President, T. C. Brown; Vice-President, P. D. Mazyck; Critic, C. D. Fulton; Secretary, G. H. Nickles; First Monitor, A. R. Register; Second Monitor, G. H. Adams; Corresponding Secretary, D. B. Green; Treasurer, J. M. Lemmon; Chaplain, J. S. Land; Door-keeper, M. Q. Petty; Conductor, J. T. Boyd.



JUNIOR CLASS



BASEBALL TEAM



Y. M. C. A. DEPARTMENT

E. A. FULLER, Editor

The members of the Y. M. C. A. have recently had the privilege of hearing some very fine addresses. Rev. Mr. C. Lewis Fowler made one of the finest talks that have ever been made in our Y. M. C. A. hall on the afternoon of May 7th. His subject was, "Whence come I, whither go I, and what am I?" He made it very clear that every young man has the ability to make life worth living by harmonizing his spirit, mind, and body, and by having some definite aim in view. Prof. E. H. Hall and others have also, by their addresses, made the boys determine to aspire to higher things.

On the evening of May 8th, the college students and town friends of the college, enjoyed a measuring party given by the students. The purpose of the party was to raise money to finish paying for a piano that the Y. M. C. A. has recently bought. Delightful refreshments were served in the college dining hall. After this the crowd went over to the administration building, where they enjoyed themselves very much.

Surely every member of the Y. M. C. A. knows the importance of the Association in college life. Fellow members, if you do, let the writer urge you to tell other students what it means to neglect this part of their college course. This is a duty that you owe to your fellow students. We have almost completed another year's work, of which we should be proud, but let us make next year's work still better. Remember that the time to work for Y. M. C. A. members will be next fall when all the new boys come in. Let us put this work before all other college work and determine to make the new boys conclude that it will be a serious mistake for them not to become active members of the Y. M. C. A. in the beginning of their college career. This can be done if we will do it.

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Hardware

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Dr. Bailey

Dry Goods and Clothing.

Dillard & Dillard

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Banks

First National Bank

The Commercial Bank

Groceries

Simpson Grocery Co.

J. W. Copeland Co.

Jewelry

W. O. Roberts

James Allan & Co.

Fleming Bros.

Colleges and Seminaries

Columbia Theological Seminary; Union Theological Seminary; Presbyterian College of South Carolina; University College of Medicine.

Pressing Club

The Clinton Pressing Club.

Markets

The Country Market.

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Repair Shop

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Printers

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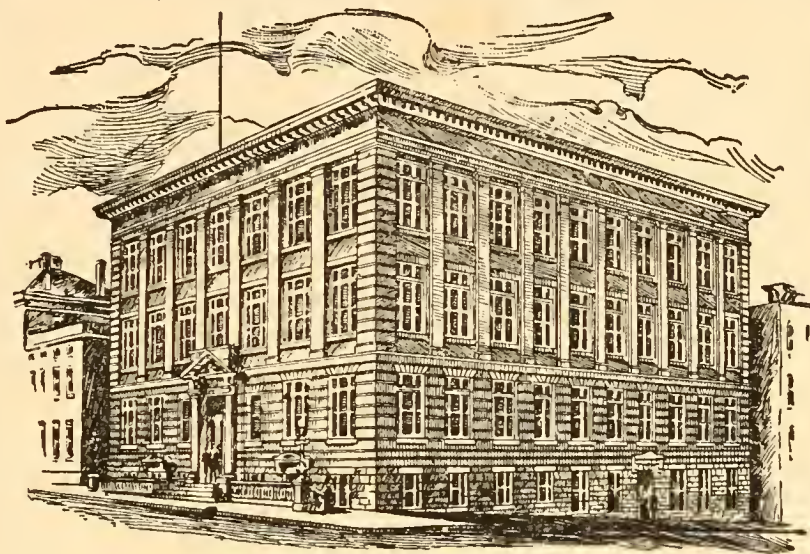
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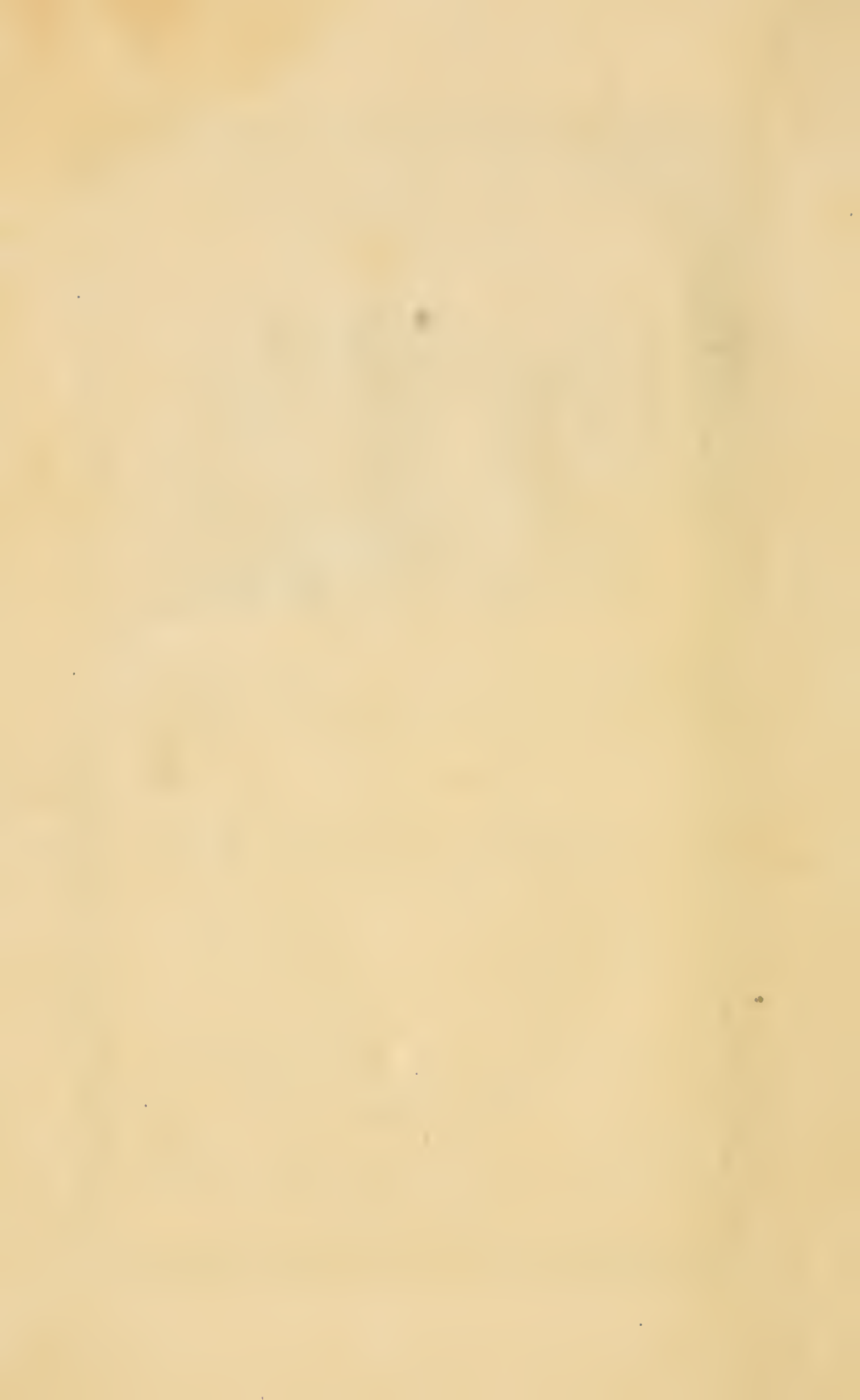
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